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ABSTRACT

An executive summary is presented of the study on school programs for Alberta natives (Metis, status and non-status Indians) sponsored by the Curriculum Policies Committee, which advises the Alberta Minister of Education on matters relating to the curricula used in provincial schools. The summary briefly describes the study's terms of reference, lists participants who supervised the study, outlines the approach used to conduct the study, and highlights native education issues identified in the review of literature. Discussion of interview results are presented, indicating the native community's defined desires in regard to the education of native children and reporting the provincial superintendents' and teachers' responses in regard to the needs of native education programs and native students. A summarization is presented on native education courses and resources currently in use at 201 provincial schools and 22 federal or band operated schools in the province. Other topics pertaining to the study are the process of local development, perceived successes and accomplishments, and limiting factors and problem areas. In conclusion the document lists 31 major findings pertaining to special program needs, requirements for development of special programs, and provincial initiatives; cites 17 recommendations to be considered by the Committee; and reviews the applicability of the Northland Investigation findings. (ERB)

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EXECUTIVE SUMMARY

STUDY OF SCHOOL PROGRAMS FOR ALBERTA NATIVES

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1. Terms of Reference

The terms of reference required a study of native education programs and learning resources in the Province of Alberta. The basic question the study was intended to discuss, is whether there should be special educational programs for native students in Alberta. More specifically, the terms of reference identified four questions which should be answered in this study:

- Are the findings of the recently completed Northland School Division investigation applicable to the rest of the province?

- What special kinds of curricula are in use in Alberta with native students, and how successful are these programs and resources?

- How have these materials and courses been developed, and are some methods more successful than others?

- What recommendations should be made to the Minister of Education regarding new initiatives by the province in the area of programs and resources for native students?

The terms of reference also established a set of requirements which were to be fulfilled. The initial requirement was that the study be comprehensive, in that it would cover the bulk of federal, provincial and band operated schools in which native programs and materials are being used. The client further required inclusion of both a questionnaire survey of all school board jurisdictions and a follow-up visit to a sample of schools and districts. The firm undertaking the study was expected to formulate the questionnaires administered in the study, on the basis of interests expressed by the Alberta Department of Education. The terms of reference also required that the study be undertaken by a research director who would employ a number of native field assistants to conduct on-site school and community visits. The client also indicated an interest in having a limited number of case studies included in the final report, in order that both successful and unsuccessful practices be more fully documented.

2. Study Participants

This study was sponsored by the Curriculum Policies Committee, which advises the Alberta Minister of Education on matters relating to the curricula used in provincial schools. A Steering Committee was formed to supervise the study, consisting of the following members:

- Dr. R. Scrimshaw	Steering Committee Chairman and Member, Curriculum Policies Committee
- Dr. J.S. Hravi	Member, Curriculum Policies Committee and Associate Deputy Minister, Alberta Education
- Dr. G.H. Bevan	Chairman, Curriculum Policies Committee and Director of Curriculum, Alberta Education
- Ms. V. Perry	Executive Secretary, Curriculum Policies Committee
- Mr. R. Tesolin	Member, Curriculum Policies Committee
- Ms. J. Laboucane	Education Director, Metis Association of Alberta
- Ms. Y. Buffalo	Designated Representative, Indian Association of Alberta.

The principals of the study were:

- Mr. M. Vaselenak	(Research Director) I.D. Systems Ltd.
- Dr. A. Harvey	Harvey Social Research Ltd.
- Ms. E. Wingeno	Cross Cultural Consultants Ltd.
- Mr. D. McLean	I.D. Systems Ltd.
- Ms. M. Hicks	Harvey Social Research Ltd.

3. Approach

In undertaking this study, it was necessary to define several terms at the outset. The following definitions were used:

- 'Native' is defined as Metis, status and non-status Indian

- 'Program' is defined as including special curricula, program modifications, the teaching of native languages and culture, specially designed resource materials, special efforts taken at the teacher's own initiative to deal with the needs of native children in the classroom, and any other unstructured and less formal initiatives that may have been taken to deal with native students.

- 'Native Program' is defined as programs directed towards natives, not programs having native content directed towards non-natives.

The study was undertaken in two distinct phases. Phase One or the Inventory Phase involved a survey of special native education programs in use in provincial or federal/band controlled schools within Alberta. The Evaluation Phase consisted of a further examination of programs identified in the inventory phase, and discussion of the conceptual and policy basis within which these programs exist.

The Inventory Phase of the study was undertaken to identify the native education programs currently in use in the province. A series of questionnaires was utilized to obtain the desired information from superintendents, principals and teachers. These questionnaires were prepared by the consultant group with the assistance of the Steering Committee. Specific information on the majority of these programs is contained in the companion inventory volume. The programs listed in that volume fall into nine categories:

- Alternative School Programs - students take most or all of their subjects in a native context.

- Alternative School Courses - these are courses outside the normal subject areas, that are directed towards natives, from a native perspective. Two examples identified by the study, are an option program on Law Awareness, and a series of special 'Native Community Projects'.

- Native Language and/or Culture Courses - this category includes a number of schools offering Cree language, and others providing teaching in Blackfoot, Stoney, Dene and Slavey. Also included are courses in native culture.

- Integrated Curriculum Adaptation for Northland (ICAN) - in most of the schools using it, ICAN encompasses Language Arts, Social Studies and Science and is taught at the Grade I level. Six schools also reported the use of ICAN at the Grade 2 level and three at the Grade 3 level. ICAN has been developed by the Northland School Division to deal with the teaching of children whose first language is Cree or Chipewyan.

- English as a Second Language (ESL) - this reflects courses that are specifically adapted for students making the transition from a native language to English. Most schools reporting ESL courses use the same program for a cross-section of ethnic groups, with no particular adaptation for native students.

- Course Adaptations - these courses are interpretations of the Alberta Curriculum Guides (usually a small portion thereof), that include the provision of materials relevant to native culture as a course objective. The majority of such adaptations were a study unit in length or a student project.

- Short-Term Events - these events are integrated across more than one course and/or grade and usually consist of native resource people coming to the school over a short time period for a combination of special native oriented activities such as displays of native music, art and culture. The event is often in the nature of a school theme of activities.

- Books - Many school responses to the questionnaires indicated that the special native resources identified were made up of books only. Both subject and grade level had to be indicated by the school, for the school to qualify for placement in this category.

- Other Programs - One school reported on a committee, made up of native parents, that advises the principal on school programs for native children attending the school.

The Evaluation Phase of the study was concerned with an examination of the native education programs identified during the inventory phase. This evaluation was undertaken through:

- an examination of the native education programs identified in the inventory phase

- a discussion of the programs with the native community, through a series of case studies involving prototypical programs

- an examination of the policy basis within which these programs exist

- an examination of the conceptual basis within which these programs exist.

The follow-up examination of the native education programs and initiatives identified in the inventory phase was undertaken through additional questionnaires administered either on-site by the native field researchers or by telephone.

A number of the schools in which special native educational programs were in use, were selected for detailed examination through on-site interviewing. The selections were made by the consultant group with the assistance of the Steering Committee, based on the data obtained prior to the end of April, 1982.

On-site interviews were conducted by seven native field researchers with principals, teachers and members of the native community.

For the remaining native programs identified in the Inventory Phase, additional

information concerning specific program content, development, and delivery was obtained through telephone interviews with the teachers directly involved in the programs. Questionnaires were prepared by the consultant group with the assistance of the Steering Committee, to obtain further information on these various programs.

To establish the framework within which native education programs were undertaken in the province it was necessary to identify their policy and conceptual bases. In determining the conceptual basis, it was necessary to undertake a literature review of the documents available to the study that discuss the issue of native education in Alberta. The policy basis was established through discussions with thirty-one individuals from government agencies and native and other organizations.

4. Native Education Issues

A review of the literature regarding native education in the Province of Alberta, has identified a number of recurring themes regarding the need for the development of special school programs and resources for native children. These themes are listed below:

Special Program Needs of Native Children

- There is a need for adequate and meaningful native content in the curricula presented to native students. Such materials are best produced by or with natives themselves, and should include a local orientation to the subject matter

- School programs should prepare native people for dealing with their present situation and future goals, by providing an understanding of the past and present influences on their society

- Primary grade programs are of particular importance. This includes the needs for school readiness training, native language instruction, and the teaching of English as a second language

- There is a need to ensure that appropriate academic standards are achieved and maintained in the schools. The additional elements considered necessary in teaching natives are not to detract from these educational standards

- There is a need to eliminate the misleading, inaccurate, patronizing and/or superficial references to natives in the present resource material, in order to eliminate the negative image of natives held by both natives and others.

Requirements for the Process of Development of Special Programs

- There is a need for mechanisms of native community and native parent involvement in the design, development and delivery of educational programs related to local education needs and desires. Those mechanisms should be appropriately supported at the provincial level, and require some devolution of authority to the local structures that are established.

- Student apathy, poor attendance, dropout rates and lack of achievement are seen as symptoms of the larger problem of the lack of a positive relationship between the school and the native community.

- There is a need for a greater degree of co-ordination in native program development projects within the schools, the districts, the province, and the country. Part of this co-ordination should be an on-going evaluation of program successes in accomplishing objectives.

- The schools should be available as a community resource that can be used in community development.

- In order to promote local native community involvement in the education system, it is necessary to educate the community itself about education matters, to develop leadership capabilities in the community where required, and to play a facilitating role in the development of appropriate community organizations.

- There exists an increasing level of interest and activism from the native community in regard to the education of their children.

Need for Provincial Initiatives

- There is required a flexibility in the language of instruction at the primary grades, depending on the wishes and linguistic characteristics of the communities involved.

- Teachers need to be thoroughly trained in the art of teaching natives and in the development of appropriate programs, both prior to service and in service. Teacher training programs can also be used as an opportunity to develop empathetic and motivated teachers.

- There is a need for provincial and district level resources and personnel to be made available to support the development of native programs, and the undertaking of appropriate background research.

- Teacher efforts and initiatives in adaptations to meet native education needs should be supported through the availability of appropriate supplementary resources and personnel at the classroom level.

5. Policy Basis

As a result of interviews conducted for the purpose of this study with representatives of native organizations and natives professionally involved in education, it is apparent that the native community has a range of clearly defined desires in regard to the education of native children. It is also apparent that the development of appropriate curricula and resource materials would answer only a small portion of these desires. The consultant group identified a high degree of consistency in the comments, regarding native objectives for their education. The only significant inconsistencies were in two areas:

- the degree to which native cultural values should be taught by the school system, and related to this,

- the level of native control over the school system that is seen as necessary in order to implement the other objectives.

The desires of native organizations and native professionals in terms of what they desire of the school system, were identified as follows:

- short-term and effective native involvement in the educational delivery system, leading to longer-term native involvement in the management of the system, and possibly 'control' of the system as it operates within the native communities

- provision of appropriate and sufficient financial, technical and other resources to support native communities and students in meeting their education objectives

- training and hiring of native teachers and aides, and the provision of appropriate training and orientation for non-native teachers

- appropriate curricula and resource materials to reflect local native history and present community situations in an accurate, meaningful and unbiased manner, and native involvement in the development of those resources

- native involvement in the delivery of education services inside and outside the classroom, particularly through the involvement of parents

- higher quality of native education that is at least equivalent to that provided elsewhere in the province and includes the full range of supplementary services

- the school functioning as one aspect of a community development strategy wherein the school's programs reflect local development needs

- emphasis placed on the particular schooling requirements of native students which are: school readiness training, vocational education, career counselling, English as a Second Language programs, and a full range of remedial programs.

All of the above are directed towards the development of a positive self image in the native child so that he may, as part of a community initiative, more successfully deal with the implications and requirements of living in modern society.

It is also apparent that the provincial education policy as expressed through programs that are in place, is supportive of these objectives. However, comments obtained from the native respondents have resulted in the identification of obstacles in the way of successful implementation of that policy for native communities:

- native communities do not seem to be fully aware of the range of services that can be obtained from the Department of Education, and the possibilities for their participation in the initiation, design and delivery of local school programs.

- most of the provincial programs identified require a sustained initiative from the community before they can be put into place. This requirement presupposes a certain level of organizational development in a native community that may not necessarily exist. As a result, programs that would seem to be tailor-made for native communities, do not have any significant native community involvement.

Finally, the above obstacles appear to be related to the question of the degree of initiative that should be taken at the provincial level in 'starting the ball rolling' in developing native community interest in and capability to deal with the range of government programs available and to act on other possibilities for the discussion of future participation in various levels of the education system.

6. Perceived Needs for Native Education Programs

The provincial superintendents interviewed identified a variety of needs for native education programs in their respective districts. The more prevalent needs reported on include: special curricula and resources at all grade levels, curricula on native culture, native language courses, development of a facility in the English language on the part of native students, and expanded Early Childhood Services for native children. Other more general needs identified by provincial superintendents include: a solution to high dropout and low attendance rates, increased interest in educational upgrading on the part of the native community, an improved native self-concept, and additional positive adult role models. Despite a wide agreement among provincial superintendents that native students have special needs from the schools, 41 of 46 superintendents from the jurisdictions in which at least one school had 10 or more native students reported that they had no district level policy in regard to such students. The other five expressions of 'policy' were in three cases actually merely references to specific school programs.

The provincial principals interviewed, identified a variety of needs of native students that may be met by appropriate courses. School requirements for native oriented resource materials, curricula and bibliographies were most often mentioned. All principals interviewed in regard to specific programs believed that those programs were needed. The majority of provincial principals also noted a need for programs that would increase native cultural awareness and/or help to preserve the native culture. Most principals of schools where native programs were in place felt that the special needs of their native students were being met. Finally, it is important to note that approximately 40% of those schools with programs had implemented them as a result of outside requests. The vast majority of provincial schools with 10 or more native students and in which there were no special programs, had not received any requests for such programs according to the principals.

Federal principals interviewed in regard to specific programs in their schools also unanimously felt that there was a need for such programs. The specifics of the need that was identified varied from program to program, however several principals identified the need to preserve the native language and/or culture. A significant difference with provincial principals is the fact that federal principals felt that the special needs of native students were not being met or were only partially being met. Another difference is that over 50% of the federal schools had received requests for special programs.

Provincial teachers generally felt that the majority of students felt a need for native content in the programs. The teachers were split on the question as to whether the parents saw the need, with many teachers indicating that they did not know. Teachers who responded to the question as to whether the special education needs of native children are being met, provided a mixed response with just over half answering in the affirmative. Federal teachers had mixed feelings as to whether students felt the need for native content in school programs. The teachers believed that most parents felt a need for such programs. As with federal school principals, most federal teachers did not feel that the special needs of native students were all being met by the schools.

The vast majority of native community members interviewed for this study indicated that students should learn about native culture in school. There was almost unanimous support for the teaching of native history, with slightly less

support for the teaching of arts and crafts and literature. Close to three quarters of those interviewed supported the teaching of native language, music, and sports, while only slightly more than 50% supported instruction in religion and in tradition and values. This figure seems to indicate a desire on the part of Natives to retain the teaching of native religious traditions and values as a home based process.

Two thirds of the parents interviewed were aware of the special native programs offered at the schools, and over 90% of those responding felt that the programs were needed - mostly in order to maintain the native language and/or culture. Over 80% of parents interviewed felt that additional native programs and materials were needed.

7. Native Education Courses and Resources Currently in use

A total of 201 provincial schools with greater than ten native students were surveyed during the course of this study. Based on the definition of 'program' provided to staff at the schools, sixty schools indicated that they had at least one native program. The remaining schools responded that no native programs were included within their overall school activities. A total of eighty-four native programs were identified in use at these provincial schools. An additional twelve schools made reference to the use of special native books within the general school program.

Information regarding the use of special native programs was also received from twenty-two federal or band operated schools in the province. Sixteen of the schools identified at least one native program in use. The principals of the remaining six schools indicated that no native programs were included within the school program at the present time. A total of 46 native programs were identified at the schools. One school indicated that special native books were included in the general school program.

The number of schools which reported programs in the program categories used by the study, is as follows:

TABLE - EXISTING PROGRAMS

Native Program Category	Provincial Schools	Federal/ Band Operated Schools	Total
Alternative School Programs	3	-	3
Alternative School Courses	-	2	2
Native Language and/or Culture Course	11	10	21
ICAN (Integrated Curriculum Adaptation for Northland)	17	-	17
English as a Second Language	3	2	5
Course Adaptations Arts/Crafts Social Studies Other Subjects	28	8	36
Short-Term Events	4	1	5
Books	12	1	13
Other Programs	1	-	1

Alternative School Programs

In alternative school programs, students take most or all of their subjects in a native program context. Three alternative school programs were identified at provincial schools: the Ben Calf Robe Program at St. Pius X School, Edmonton; Plains Indian Cultural Survival School, Calgary; and the IPIC program at St. Stephen's School, Valleyview.

Alternative School Courses

Alternative school courses are courses which have been specifically developed for native students. Three such courses were identified within federal schools: a Law Awareness Option at Crowfoot School, Cluny; a Special Projects Course and a Dene Materials Development Program at Dene Tha' Community School, Chateh.

Native Language and/or Culture Programs

Eleven provincial schools identified native language and/or culture courses or programs in use. Nine of the schools were situated in northern Alberta and offered Cree courses and two schools were situated in the sourthern part of the province and offered Blackfoot courses. Three of the programs appeared to be second language programs. The others were both language and culture courses.

In regard to federal or band operated schools, five offered Cree programs, four offered Blackfoot programs and the Dene Tha' Community School in northwest Alberta offered a Dene Language and Culture program. Based on the information provided, programs at four of the ten schools appeared to be second language programs, while the remaining six were both language and culture programs.

Integraced Curriculum Adaptations for Northland (ICAN)

The ICAN program was identified in use at seventeen provincial schools in the Northland School Division. In most of the schools, ICAN encompassed Language Arts, Social Studies and Science and was taught at the grade 1 level. Six schools reported ICAN at the grade 2 level and three at the grade 3 level.

English as a Second Language Programs (ESL)

Three provincial schools reported English as a Second Language courses in which the course was specifically adapted to help students make the transition from a native language to English. These schools were: Exshaw School, Exshaw; Cadotte Lake School, Cadotte Lake; and the Chipewyan Lake School, Chipewyan Lake. The two federal/band controlled schools identifying ESL programs were: Sunchild O'Chiese School, Rocky Mountain House; and Dene Tha' Community School, Chateh.

Course Adaptations

A number of schools identified standard courses to which materials relevant to native culture had been added. Course adaptations were identified at twenty-eight provincial schools and eight federal and band operated schools. These adaptations were made to courses in Arts and Crafts, Social Studies, Language Arts, Practical Arts and other subject areas. In many courses, the native content was added through the inclusion of a unit or special project. However, in selected cases, entire courses were adapted to suit the needs of native students.

Short-Term Events

Special short-term events were identified at five schools. These events were integrated across more than one course and/or grade and usually consisted of native resource people coming to the school over a short time period for a variety of activities. The short-term events identified were:

TABLE - SHORT-TERM EVENTS

Event	School
Native Week	St. Michael School, Edmonton
Sarcee Cultural Days	St. Stephen's School, Calgary
Community Week	Exshaw School, Exshaw
Native Culture presentations and class projects	St. Benedict School, Edmonton
Career Day	Dene Tha' Community School, Chateh

Books

School personnel indicated that special native books were used in the school programs at twelve provincial schools and one federal school.

Other Programs

At the Prince Charles School in Edmonton, a committee comprised of native parents advise the principal on school programs for native children attending the school.

8. Process of Local Development

Almost all provincial principals interviewed had been involved in initiating the development of the native programs at their schools. Native community participation in these programs ranged from non-existent to substantial, although according to the principals, the communities had been involved with most of the schools. The principals of federal and band operated schools varied in the interpretation of their roles in the development of native programs. Three of the four principals asked as to whether or not the native community had been involved in the development of the programs, answered in the affirmative.

In regard to programs at provincial schools, most of the teachers who responded, stated that the programs were teacher developed. The teachers had obtained approval and support for these initiatives from a variety of sources such as the Alberta Department of Education, the federal Department of Indian and Northern Affairs, local school boards and other organizations and agencies. Statements of teachers as to the level of involvement of native parents varied by program. In federal and band operated schools, approximately half of the programs investigated were identified as teacher initiated. Native community members were often involved in the identification of program need, and native community members had a greater tendency to continue their involvement in the program, than was the case with provincial schools.

Less than one quarter of the native parents interviewed stated that they had been involved in the development of the programs. The majority of those who said they were involved, had served on boards or committees, or had provided some form of instruction. Approximately half of those respondents who had not been involved, had expressed an interest in serving on committees, helping in the classroom, or acting in an advisory role.

9. Perceived Successes and Accomplishments

The major accomplishment to date is the fact there exist a number of special programs for native students in the schools. In the case of provincial schools, these programs have almost all been developed at the school's initiative, through the dedication and interest of individual teachers. Some of these programs represent the outcome of fairly substantial development efforts. While the perceived successes of these programs vary, it is apparent that there is a wealth of experience throughout the province in this area.

10. Limiting Factors and Problem Areas

The major limiting factor to the development of locally relevant and locally supported school programs for native students, is often the native community relationship with the school, which in turn is affected by the nature of native community involvement in the design and administration of the school programs. There may often be a lack of sufficient community interest in working on a program, or such interest may be restricted to that of playing an advisory or management role. Even if there is a sufficient interest in actually developing and delivering programs, sufficient funding and organizational resources may not be available in the community. Provincial funding programs are often of limited help in this regard, as these programs pre-suppose the existence of a highly organized and motivated community organization, or at least a capability to develop one.

The availability of suitable learning resources and curricula is another major limiting factor. Increased funds for schools to develop their own resources, increased support to teacher initiatives in curriculum adaptations, greater availability of native reference materials, and increased native staff are some of the ways in which this limitation may be dealt with. This lack of suitably oriented resources has an effect on the native student's interest in school, and constrains the ability of teachers to develop a more positive self image by native students.

11. Applicability of Northland Investigation Findings

The findings of the Northland Investigation Committee in regard to the use of special programs and resources for native students in the Northland School Division, are applicable to the rest of the province. The problems, constraints and needs for further development in this area were readily identified by the consultant group conducting this study, as they were by the Investigation Committee. The consultant group also identified a high degree of consistency in the comments received from native organizations, communities and professionals, as well as government officials and educators regarding future development needs.

While the problems are generally recognized, the solutions are not. There exists a range of interpretations as to what is meant by native 'involvement' in school programs. Government officials, native organizations, educators and native professionals tend to define it in different terms, while the native communities tend to suggest different approaches for different locations. It may be that different mechanisms may be required to meet each particular need.

12. Major Study Findings

The major study findings are grouped below according to the topics of inquiry defined by the terms of reference.

Applicability of the Northland School Investigation Findings

Major Finding 1 - The conclusions of the Northland Investigation Committee regarding the present level of development of native oriented school programs in the Northland Division and the needs for further development, are applicable to the rest of the province.

Programs and Resources in Use

Major Finding 2 - A total of 84 native programs were identified in use at 60 provincial schools. Three schools reported Alternate School Programs, eleven had Native Language and/or Culture Courses, seventeen had ICAN Programs, three had English as a Second Language Programs, twenty-eight had Course Adaptations and four schools sponsored Short-Term Events.

Major Finding 3 - A total of 46 native programs were identified in use at 16 federal or band operated schools. Two schools identified Alternate School Courses, ten had Native Language or Culture Courses, two had English as a Second Language Programs, eight had Course Adaptations and one school reported a Short-Term Events Program.

Major Finding 4 - The majority of provincial schools with 10 or more native students (141 out of 201 schools) do not have any native content courses or programs in the school.

Major Finding 5 - The majority of federal or band operated schools surveyed (16 out of 22 schools) reported native content courses or programs in use.

Major Finding 6 - The 11 provincial schools offering native language and/or culture courses or a native studies program varied in the percentage of native students enrolled in the school from 18 to 100 percent. Half of those schools had over 50 percent native enrolment.

Major Finding 7 - Adaptations of Alberta Curriculum courses to include native content were reported in 28 provincial schools, half of which adapted more than one course.

Major Finding 8 - Substantial work has been done to develop curriculum and teaching materials by the Northland School Division (grade 1 ICAN Program), the Ben Calf Robe Program of the Edmonton Separate School Board (Language Arts, Social Studies and Religion) and the Plains Indian Cultural Survival School of the Calgary Public School Board (Social Studies and Language Arts).

Major Finding 9 - Most teachers of native content units or courses feel limited

in their success, by a lack of knowledge regarding suitable resource materials and/or their access to them.

Major Finding 10 - Most full courses were Native Language/Culture courses and the remaining programs were primarily constituted of units or shorter term projects or events.

Process of Program and Resource Development

Major Finding 11 - There exists a consensus among government officials and native respondents that natives should be involved in the development of curricula and resources, and in the delivery of education programs to native children.

Major Finding 12 - There exists a number of school and native community initiatives in the development of programs and resources for native children. These initiatives tend to take place in isolation from one another, and the majority of them do not utilize provincial funding programs or other services.

Major Finding 13 - There exists a consensus among school staff that supportive and actively involved natives from the community are needed for the successful delivery of education programs to native children, and that the lack of such involvement is often a limiting factor.

Major Finding 14 - There exists a consensus among representatives of native organizations and native professionals, that the development of appropriate curricula and resource material is one component of a broad range of developments required of the education system to meet the needs of natives.

Major Finding 15 - There exists a consensus among representatives of native organizations and native professionals that special curricula and resources should take into account and reflect the native community development objectives, through the teaching of locally needed skills to native students.

Major Finding 16 - Most native Language/Culture courses were developed by teachers working in isolation from others involved in the same endeavour.

Major Finding 17 - Initiation of a native Language/Culture course was usually due to the school principal. In a number of schools, native parents became interested in a course once they became directly involved some time after the course's initiation.

Major Finding 18 - Most native parents interviewed (77.5%) indicated that they had not been involved in the development of those native programs currently in use.

Major Finding 19 - Many native parents who were not involved in native program development and delivery (46% of those not involved) expressed a desire to participate. In particular, interest was expressed in participating directly in program delivery, sitting on committees, attending meetings, participating in discussions, providing advice and acting as resource persons.

Major Finding 20 - Most native parents interviewed (67.6%) knew of the native content in courses or programs that were taught in the schools their children attended. Support for the courses or programs was almost unanimous among native parents (90.6% of those interviewed felt that the courses or programs were needed).

Further Initiatives

Major Finding 21 - There exists a consensus among the native respondents that there is a need for more, and more appropriate, native oriented resource materials, increased teacher training in native and cross-cultural education, and an increased local orientation to the curricula.

Major Finding 22 - There exists a consensus among native professionals that pre-school and primary grade native students in particular are in need of special measures, in order to allow them to successfully participate in the school system.

Major Finding 23 - There exists a general desire among the native respondents, that native children obtain an academic quality of education at least equal to that available elsewhere in the province.

Major Finding 24 - There exists a consensus among native professionals that a unique native 'way of thinking' must be accommodated in the programs for native students, and that the basic objective of native education must be to support the development of the native students' positive self image.

Major Finding 25 - There exist provincial policies and provincial funding programs whose education objectives generally match those expressed by the native community.

Major Finding 26 - Appropriately organized and actively supported native community organizations are often necessary in order to access provincial funding programs.

Major Finding 27 - Outside of the Education North program, the grade 1 ICAN Program in the Northland School Division, and the Calgary and Edmonton School Districts, provincial or district level funding of special programs for native children are not actively facilitated and promoted by government agencies.

Major Finding 28 - There is a lack of policy at the district level, in that 41 of 46 provincial school superintendents surveyed indicated they had no district policy regarding the development of programs for native students.

Major Finding 29 - Native communities support the teaching of native culture in the schools. Almost all native residents interviewed (95.1%) thought that native history should be taught. There was a high level of support for the teaching of native arts and crafts (90.1%), literature (87.3%), language (78.9%), sports (71.8%), and music (71.1%). Approximately half of those interviewed did not support

the teaching of historical native values in schools.

Major Finding 30 - There exists a consensus among native questionnaire respondents, that the native culture taught in the schools should pertain to the local area, and that the native language taught should be in the local dialect.

Major Finding 31 - The majority of native parents interviewed (81.7%) believed that additional programs and/or resources were needed for native students. Of those parents who responded, additional programs were suggested by 48.8%, while additional materials, and additional staff and/or resource persons were suggested by 31.7% and 20.7% respectively.

13. Recommendations

This study and these recommendations were developed for consideration by the Curriculum Policies Committee of the Government of Alberta. The following recommendations concern provincial government initiatives that may be taken within the existing provincial jurisdiction over the education of Natives. No suggestion is made or implied, regarding initiatives that may be made in regard to the federal school system concerned with the education of status Indians.

Short-Term Initiatives

Recommendation 1 - Provincial goals and objectives in regard to the education of natives of Alberta should be clarified and affirmed in the form of a public statement at the ministerial level.

There appears to be a need for a high-level provincial statement regarding the province's desire to have native individuals and organizations take full advantage of the services available. This would provide an encouragement to native communities to pursue provincial education funds. The statement would also establish natives as a possible recipient of such funds. The statement would also need to deal with the concerns of status Indians, regarding federal and provincial roles in their education. This is considered necessary before active support of provincial objectives can be obtained from status Indians at the provincial level.

Recommendation 2 - Alberta Education should take an active role in informing native communities and professionals regarding the availability of and requirements for the obtaining of provincial funds to support the local development of education programs for native students.

The objectives of existing funding programs are very similar to the education objectives held by native communities. Despite this the programs are not taken full advantage of by native groups. Once a ministerial statement regarding provincial policy has been made, it would be of value to publicize these programs in native periodicals, and provide suitable information packages to various natives and communities.

Recommendation 3 - Alberta Education should encourage Social Studies teachers with native students in their classes, to utilize the new Social Studies curriculum as a vehicle for teaching about native culture.

It appears that native parents would prefer the further establishment of separate courses on native culture. However, the constraints of time tabling, program development requirements, teacher availability etc. make it more practical to develop Social Studies course adaptations. Exceptions to this would occur where the number of native students and/or the availability of outside support and resources warrant more extensive initiatives.

Recommendation 4 - Alberta Education should review the recommended and required learning resources for the Social Studies curriculum, in order to establish the accuracy and appropriateness of their reference to native peoples.

Native professionals, organizations and communities all expressed a concern regarding the way in which natives are portrayed in standard school materials. Negative, superficial, demeaning and/or inaccurate references are seen as having a significant effect on the native students' view of themselves and their heritage. This recommendation has essentially been accomplished, with the 1982 publication of the report Native People in the Curriculum.

Recommendation 5 - Alberta Education should re-publish the 1975 document Natives of North America, Selected Bibliography for Native Studies Programs, and make it easily available to teachers involved with native programs, courses or units.

The majority of teachers contacted for the purposes of this study, requested additional native resource material or information on the availability of such materials. The document noted above is considered to be a valuable source of such information, yet its existence was not widely known.

Recommendation 6 - Alberta Education should establish some form of periodic communication such as a journal or newsletter, which would provide teachers of native programs with information regarding available resources, developments of interest, key people working in the area, etc.

Programs and resources specifically designed for application with native students in Alberta have been developed by various jurisdictions and schools. Some of these represent the outcome of significant efforts, and would be a valuable reference for other teachers. Despite this, teachers at present are largely unaware of each other's activities in this area. Examples of materials that should be publicized in this manner include: Cree language programs at C.J. Shurter and Kinuso Schools, the Grade 1 ICAN program, the Ben Calf Robe program's Curriculum Guide and Resource Book, the St. Mary School's Hunter Training Course, and the Plains Indian Cultural Survival School's Social Studies teaching outline. References can also be made to organizations that can be of assistance such as the Alberta Teacher's Association and the Alberta Native Teacher's Society.

Recommendation 7 - Where necessary, Alberta Education should provide funds for the development of those materials identified in the periodic communication into a publishable form, and for their printing.

The consultant group was provided with a number of examples of locally developed materials designed for native students. Many of these materials, while being a valuable source of information and ideas, have not been put into a finished format that would make them more valuable to other educators.

Long-Term Initiatives

Recommendation 8 - Alberta Education's basic goal in the support and development of native oriented courses and resources, should be towards the development of a positive self image by native students, that would provide a basis for the students' participation in today's society.

This recommendation corresponds to the Alberta Goals of Education. It is particularly important in the case of native students, to develop a positive attitude towards native history and culture in order to overcome a continually reinforced negative image. It is apparent that requests for the learning of native culture and language are not motivated by a desire on the part of natives to become isolated from the rest of society, but are seen as providing support to native participation in the majority society.

Recommendation 9 - For native students showing limited proficiency in English, Alberta Education should develop guidelines for the adaptation of Language Arts.

The guidelines should address the teaching of English as a second language and the enrichment of limited English vocabularies. The priority target is the primary grades, although the problem exists at both the elementary and junior high school levels. Limitations in English can affect the students' progress and can result in age-grade retardation. In turn, age-grade retardation is a significant factor in discouraging students' interest in continuing with a formal education.

Recommendation 10 - The Language Services Branch of Alberta Education should evaluate available materials for teaching English as a Second Language, and develop recommendations as to which materials should be used with native students in Alberta.

Ginn and Co. "Core English" materials and the English as a Second Language resources developed by the Department of Northern Saskatchewan Academic Education Branch should be included in the evaluation. The need for increased teaching in this area is recognized particularly by school superintendents and native professionals. However, this study does not identify a great deal of activity in this area.

Recommendation 11 - Alberta Education should develop an Elementary Cree Curriculum to parallel the Elementary French Curriculum, for use in schools where the teaching of a native language is supported by the local native community.

There appears to be an interest in learning a native language, on the part of native students at the elementary level. Such a curriculum should be implemented only where there is an identifiable community interest in the teaching of native languages, and where there are no problems regarding student proficiency in English. The Language Services Branch should draw on the experience of those schools identified in this report as providing Cree language instruction, and should obtain the assistance and involve-

ment of natives professionally involved in this area, such as Dr. Anne Anderson, Emily Hunter, Matilda Brerrton and Sister Bernadette Gautreaux.

Recommendation 12 - The Curriculum Branch of Alberta Education should develop outlines of options that will provide a native orientation to the Social Studies program.

The outlines should contain for each grade level, information on suggested topics, objectives, and resources. The options should together constitute a sequential development, in order to avoid repetition between grades. The Curriculum Branch should draw on the experience of those schools identified in this study as providing adapted Social Studies programs, such as Ponoka Elementary School, J.F. Dion School, St. Pius X School (Ben Calf Robe Program), Plains Indian Cultural Survival School, and the Frog Lake (Napayo) School. The Branch should also obtain the assistance and involvement of natives professionally involved in this area.

Recommendation 13 - Alberta Education should develop information and advisory materials regarding strategies that may be followed in the joint school/community development of programs and resources for native students.

It appears that teachers and native communities share similar objectives in regard to measures required by native students. However, teacher initiatives are often met with suspicion or apathy from the native community and interested community residents often do not know the potentials for dealing with the education system. As a result of this lack of communication and understanding, many well-intentioned programs have failed. Reference materials on how the school and the community can together develop and deliver locally desired and relevant programs and resources, are therefore required.

Recommendation 14 - Alberta Education should utilize the approaches successfully employed with the Education North Project, in the delivery of other provincial education programs to natives.

Programs such as Early Childhood Services, Compensatory Component of the Educational Opportunities Fund, and the Community School Program can be of value in meeting the educational needs of native communities. Many communities are not aware of their existence and in many cases, would not have the resources necessary to access the funds that these programs provide. The approach of the Education North Project, in providing support directly to native community organizations through the use of facilitators, should allow these communities to take greater advantage of available funds. The facilitators would also assist in the development of native community organizations that are able to provide meaningful input and involvement in the local development of native education programs. Such

facilitators may also be made available to schools on request. It is important that these facilitators be directly experienced in the area of native education. Where possible, the facilitators themselves should be native.

Recommendation 15 - Alberta Education should take measures to ensure that suitable references to native peoples are contained in the recommended and required learning resources for the Social Studies curriculum.

Once the accuracy and appropriateness of native references in the Social Studies resources have been established pursuant to Recommendation 4, then it will be necessary to take measures to ensure that corrections are made. Resources can be deleted from the list, new resources surveyed and added, or modifications can be made to existing materials.

Recommendation 16 - Alberta Education should support the further development of native oriented courses and resources in the areas of school preparedness training, vocational education, career counselling, and remedial programs.

In addition to the teaching of native languages and culture, and English as a Second Language, these areas were also identified by native respondents, as being needed. Programs established in these areas should all reflect the unique needs of the native student. For example, school preparedness training programs should take into account children coming from isolated situations. Vocational education for native students should both start in junior high school and should reflect the occupational requirements and interests of the local native community.

Recommendation 17 - Alberta Education should support the necessary background research to establish whether or not there exists psychological and sociological parameters that must be provided for, in the development of native oriented courses and resources. If such parameters are identified, then reference materials should be developed as to how they should be accommodated in school programs.

Reference has been made in the study reports to a 'native way of thinking'. Some native respondents considered that any efforts to deal with the native child, should take into account this basic difference to other students. It is necessary to establish the nature of those differences, and their implications for the public school system, in as specific terms as possible.